1. **Making the Most of Your Textbook**

* Did you know that your textbook had built-in aids to help make learning easier?
* Textbooks are organized to help you learn from them.
* You can look at the following parts of your textbook to make your study more effective

1. **Table of Contents**

* Scan the **table of contents**, which is a list of the chapters in a book and the pages they start on.
* By looking at the table of contents, you can see the topics and areas covered in the book.

1. **Learning Objectives**

* Some textbooks, like this Utah Studies text, may include **learning objectives.**
* These are usually the main points of the chapter and may be listed at the beginning or end of the chapter.

1. **Section Headings**

* Check for **section headings** throughout the text**.**
* These headings help you as the reader understand the book's structure and divide the chapter into learning units.

1. **Vocabulary**

* Notice new **vocabulary** in the chapter and make a list of unfamiliar terms.
* Oftentimes important vocabulary may be *italicized* or **in bold** in the text. Many books contain a glossary of important words.

1. **Glossary**

* Look in the back of your textbook for the **glossary**,a small dictionary of important words.
* Some of these words may be difficult or specialized, so their definitions are included in the glossary.

1. **Topic Sentence**

* Notice the first sentence, called the **topic sentence**, in each paragraph.
* The topic sentence gives the main idea of the paragraph.

1. **Pictures, Maps, and Illustrations**

* Examine the **pictures, maps, and illustrations** in the chapter.
* By reading the captions and labels you will discover important information you may need to know.

1. **Graphs, Tables and Figures**

* Look at the **graphs, tables, and figures** and make sure you understand them.
* Surprisingly, these images usually contain much more information than straight text.

1. **Timelines**

* **Timelines** can be useful, especially in history books, to show sequences of important events.
* Notice the timeline at the bottom of the page.

1. **Special Typeface or Formatting**

* Watch for **special typeface or formatting.**
* **Boldface, italics, underlined, numbered items, and lists** usually indicate important information.

1. **Conclusion or Summary**

* Some textbooks, like this science book, include a **conclusion or summary** at the end of the chapter.
* The summary tells you the main points or ideas that the author thought were important

1. **End of Chapter Questions**

* Be able to answer the **questions at the end of the chapter.**
* These questions usually cover the most important information in the chapter.

1. **Index**

* Look at the back of the book for the **index**, which lists topics, people, and places mentioned in the book.
* The index also tells the page where that information appears.

1. **Sources**
   * Whenever do you any kind of a research project or presentation, you should include a sources page or bibliography.

* Helps For Studying:

As you read chapters in your textbook, you can do the following to help you learn the material:

* Think about what you are reading and formulate your own questions about the material based on what you have read.
* Try to restate concepts and ideas in the chapter in your own words. (continue on next page)
* More Helps For Studying:
* After reading each section, try to remember the main ideas. Say them aloud--this will help you to remember and to identify blanks in your knowledge. It will also help you organize information in your mind.
* Review your notes and see if you can remember main concepts and facts.
* Try to discover how ideas in the chapter are related to each other. (continue on next page)
* More Helps For Studying:
* Try to make some connections with information you already know.
* Read the chapter summary again and make sure you understand all the main points.
* Take some notes. You may want to wait until you have read an entire section before you begin, because you will then be able to judge the importance of some of the ideas and concepts.
* Sources:
* Hess, Frances S. et. al. *Earth Science: Geology, the Environment, and the*

*Universe*. New York, NY: Glencoe, 2002.

* Holzapfel, Richard N. *Utah: A Journey of Discovery.*  Salt Lake City, Utah: Gibbs-Smith, 2007.
* “How to Read a Science Textbook.” <http://userpages.wittenberg.edu/dfinster/reading.html>
* “How to Read a Textbook (and Take Notes).”  
  <http://planet.tvi.cc.nm.us/darryld/reading99/course/readtextbk.htm>
* “How To Read a Textbook: The ‘PQRST’ Approach.” <http://cob.jmu.edu/woodtf/how_to_read_a_text_book.htm>
* “P-R-R: How to Read Your Textbook More Efficiently.” <http://www.utexas.edu/student/utlc/lrnres/handouts/1422.html>
* “Reading: How To Read a Textbook.” <http://www.literacymatters.org/content/readandwrite/textbook.htm>